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Ce document présente la sélection des activités qui ont été choisies pour les élèves de langue anglaise âgés de 16-18 ans qui ont des difficultés d'apprentissage. Les activités sont réparties en cinq modules et tournent autour de cinq thèmes. Ces thèmes sont liés directement au contenu du programme "Habiletés de vie" et au contenu du programme "Introduction au monde du travail". Les activités qui ont été retenues sont concrètes et pratiques. La sélection des activités est destinée d'abord à l'enseignant, mais il y a aussi des sections qui sont destinées aux élèves. Chaque module ou thème suit un même schéma. Il y a tout d'abord des activités préliminaires destinées à motiver l'étudiant et à l'introduire aux concepts sous-jacents. La partie principale du module contient les principales activités d'apprentissage, qui sont variées et utilisent des approches différentes pour mener l'élève à la compréhension et à l'application de ce qu'il a compris. La partie finale du module cherche à faire produire [par l'élève] une synthèse de la matière couverte; ce travail de production donne à l'élève l'occasion d'appliquer ce qu'il a appris.

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QUÉBEC SCHOOLS

Meeting Individual Needs

INDIVIDUAL PATHS FOR LEARNING
STUDENTS AGED 16-18

A SELECTION OF ACTIVITIES FOR ENGLISH LANGUAGE ARTS

INTRODUCTION

Québec

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The Direction des services éducatifs aux anglophones (DSEA) and the Direction de l'adaptation scolaire et des services complémentaires wish to thank all these individuals for their assistance in the preparation of this guide; their comments and recommendations have been greatly appreciated.

Members of the provincial sub-committee on Individualized Paths for Learning for students aged 16 to 18 were also consulted occasionally.

The DSEA is indebted to all the people who read and analysed this work, as it developed, and made valuable suggestions on form and content.

The 16 to 18 year old student enrolled in the Individualized Paths for Learning is ready to hone his communication skills in order to prepare himself for the working world. He needs to be able to understand a contract or a lease. He needs to be able to convey the right impression at a job interview. He needs to be able to share ideas with his co-workers. In a nutshell, this student needs to be able to read, write, speak and listen so that he can take his place in the adult world.

To this end the 16 objectives of the English Language Arts (ELA) program are not changed to accomodate the IPL 16+ student. However, through the adaptation of the content and activities of the program these students can remain interested and motivated and continue to develop their communication skills. Short stories, poetry and novels may not be concrete enough for the IPL 16+ student, therefore a variety of non-literary material becomes the basis for his learning.

In this selection of activities the process oriented approach of the English Language Arts program is constantly respected. Students should never be responding in a vacuum. Pairing students with a writing partner early in the program is very important. Students need to practise their skills of peer editing and giving and receiving feedback. Students should always work through the composing process: discussion of ideas, the writing of a rough draft, peer feedback and then completion of the final draft. Suggestions are given for the grouping of students for most activities. The teacher may adapt the situation in any way that suits the needs and interests of the students. In essence, grouping is a given. How the teacher chooses to manipulate the groups is an individual response to the classroom environment.

This selection of activities consists of five modules that address five themes. These themes tie in directly with the content of the Life Skills program and the Introduction to the World of Work program. This integration of the programs allows the material used in the selection of ELA activities to be immediate, concrete and realistic. The duplication of topics from program to program reinforces student learning, explores different

approaches to the same topic and demonstrates to students the necessity of integration of skills in the working world. The modules in the ELA selection of activities are flexible and can be used in any order to help accommodate the other programs.

As the order of the presentation of the modules is flexible, so is the content within each module. Each of the five begins with a flowchart of activities: preliminary activities are shown as input, the learning activities as processes, the projects as output. As with any flowchart, there are variations on the flow of activity. Again, the flowchart is a suggested order. The teacher may at any time modify and adapt the process.

This selection of activities is addressed primarily to the teacher, however, there are sections that are addressed directly to the student, complete with necessary explanations and instructions. These, of course, may be used as is or modified to suit the clientele.

Each module or theme package follows a similar pattern. It begins with one or more preliminary activities aimed at motivating the student and introducing him to the concepts that lie ahead. The body of the module contains the major activities, the major learning. There are a variety of activities, using varied approaches, leading the student towards the understanding and application of the necessary content. Every new content area is followed up with an activity. Included in this section of the module is one or more language activities aimed at allowing the student to have some fun with English and discover new things about the language at the same time. In keeping with the nature of the ELA program, this language work ties in directly with whatever content is relevant at the time. The final part of the module is aimed at demonstrating the student's synthesis of the material covered. It is production work giving students an opportunity to apply what they have learned.

This selection of activities uses a variety of discourse, different levels of difficulty and a choice of approaches. Not all will be appropriate for every student, therefore adaptations on the part of the teacher may be necessary. However, by using a wide variety of teaching techniques, many

different classroom groupings and production pieces that appeal to a variety of interests and talents, the IPL 16+ student will be stimulated and motivated.

There are two habits that the student must be encouraged to develop. The first is to listen carefully. School is the only place where instructions are repeated. It does not happen in the work place. The second is keeping track of difficult or unfamiliar words. Many of the readings the students will be using are government publications. They contain difficult but specific and necessary vocabulary for these students. They must learn to underline these difficult words and keep a personal vocabulary list. Defining through context clues or a dictionary must be encouraged. (See Security in the Workplace for more information).

A sample of formative evaluation grids are provided here and can be found in Appendix I. They are taken from English Language Arts Talking Means... Cycles One and Two (16-3210A). Other good evaluation tools can be found in the Secondary IV and V Moral and Religious Education Curriculum Guide, as well as Bridges 4, published by Prentice-Hall Canada and the Talk, Look and Listen series published by Globe Modern Curriculum Press. Any or all of the English Language Arts Curriculum Guides will be useful to provide other ideas in your classroom.

This selection of Language Arts activities was designed to be a source of ideas for the teacher. Nothing is compulsory, but all is complementary. The activities are offered in detail, but the most important factor in any learning situation is the student. Therefore, the activities are a resource, one that may need to be adapted or modified for student interests and needs.

One final note: of course, all the "he" and "his" referred to in the selection of activities refers simultaneously to "her" and "she"!

AN OVERVIEW OF THE FIVE MODULES IN THE SELECTION OF ACTIVITIES FOR ELA

Theme	Content	Discourse	Production
Security in the Work Place	- codes and symbols - general safety in the workplace and prevention of accidents - employee/employer rights	- provincial government publications and documents	An interview
Advertising	- display ads - classified ads - radio/television ads - logos - sayings and expressions - consumer protection	- newspaper and magazine advertisements - federal, provincial government publications - newspaper articles	An advertisement A shopping guide
Fact and Opinion	- trivia questions - the five W's - a letter of opinion - a review or a column	- a survey - newspaper articles	An oral presentation
Rights and Responsibilities	- individual responsibility - group responsibility - drinking and driving - the homeless	- Quebec Charter of human rights and freedoms - SADD publications - federal, provincial government publications - newspaper articles	An integrated project
The Contract	- general contracting- - warrantees & guarantees - the lease - the will	-product warranty - provincial government publications - newspaper article	Various written pieces

The following are the objectives for the Secondary English Language Arts program. Each of the five modules in the bank of activities addresses a variety of the general and specific objectives. The intermediate objectives are stated in each individual module, previous to the specific task.

OBJECTIVES

The global and specific objectives of the Secondary English Language Arts program are as follows:

THE GLOBAL OBJECTIVE

The Secondary English Language Arts program will lead students to realize that effective use of language in formulating their ideas, and effective participation in the communication process are essential to their intellectual, emotional, and aesthetic growth, and to their development as contributing members of society.

GENERAL AND SPECIFIC OBJECTIVES

1. The student will show an understanding of the communication process:

   - by identifying, responding to, and employing, the appropriate communication elements in a specific context.
   - by interrelating these elements to produce effective communication in a specific context.

2. The student will show an understanding of the nature and function of language:

   - by responding to and using in a specific context a language code reflective of the systematic and arbitrary characteristics of language.
   - by responding to and using a dialect, a register and the usage conventions appropriate to specific context.
   - by responding to and using language with the degree of precision and semantic awareness required by a specific context.
   - by responding to and employing a function of language appropriate to a specific context.

3. The student will show an understanding of the types of discourse:

   - by responding to and employing the media (aural, visual, print and multi-media) related to a specific context.
   - by responding to and employing the modes of discourse related to a specific context.

4. The student will show the ability to understand an oral, written, or visual discourse:

   - by following a process of responding appropriate to a specific context.
   - by responding to a specific discourse in terms of the communication process.

5. The student will show the ability to follow an appropriate process in composing an oral, written, or visual discourse:

   - by applying appropriate rehearsal strategies to generate, clarify, and expand ideas in a specific context.
   - by using a medium, mode, code, and an organizational strategy appropriate to the message and its purpose in a specific context.
   - by eliminating envisaged barriers to communication with the intended audience in a specific context.

6. The student will show the ability to develop his/her own viewpoint through participation in the communication process:

   - by assuming an individual voice in all communications.
   - by responding in a specific context to communications of others in an individual way.
   - by accomodating the responses of others in the confirming or reshaping of his/her own expression and response in a specific communication context.

Appendix I

Evaluation Grids

GROUP DECISION - STUDENT'S SELF ASSESSMENT

Student's Name: _____ Date: _____

DISCUSSION OF SLIDE-PROBLEM - CENTRAL MESSAGE

	Not Enough	Just Right	Need To Do More
1. I was willing to express my ideas.			
2. I listened to the ideas of others.			
3. I asked others in the group for ideas and gave them a chance to talk.			
4. I asked questions when I was not certain what someone else meant.			
5. I was willing to accept another idea if it was a good idea.			
6. I am beginning to enjoy discussing a problem in this group.			

COMMENTS:

_____

_____

_____

STUDENT SELF-ASSESSMENT OF GROUP PARTICIPATION

STUDENT'S NAME:

TASK:

DATE:

	LOW			HIGH
1. I openly support the task of the group.	1	2	3	4
2. I recall contributions from other group members.	1	2	3	4
3. I express aloud my approval of others.	1	2	3	4
4. I try to express what I think others feel.	1	2	3	4
5. I analyze the task.	1	2	3	4
6. I suggest possible solutions/actions.	1	2	3	4
7. I seek evidence to support or oppose my solutions/actions.	1	2	3	4
8. I evaluate the solutions/actions of others.	1	2	3	4
9. I seek reasons for accepting or opposing a solution/action.	1	2	3	4
10. I select a final solution/action.	1	2	3	4
11. I am willing to consider another's viewpoint fairly.	1	2	3	4

FINAL COMMENT:

_____

_____

_____

SPEAKER'S EVALUATION FORM

Speaker's Name: _____ Group or Team: _____

Preparation of the Argument:

_____	a. argument is supported by facts	(15)
_____	b. connections are made between facts in main argument	(15)
_____	c. all statements relate to the point of the argument	(15)
_____	d. others' arguments are answered	(10)

Comments:

_____

_____

_____

Speaker's Presentation (Delivery):

_____	a. oral composition is effective, e.g.: coherent statements, correct and appropriate vocabulary, avoidance of non-verbal bridges (...uhhm, ahhh, O.K., etc.)	(15)
_____	b. voice is clear, controlled and audible	(10)
_____	c. posture is good, gestures and use of space controlled	(10)
_____	d. eye contact includes all of the audience and the other team	(10)

Comments:

_____

_____

_____

TOTAL _____

Student Name: _____

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